DOCUMENT RESUME

ED 454 382 CE 081 815

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TITLE Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs.

INSTITUTION Pelavin Research Inst., Washington, DC.

SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

PUB DATE 1999-02-00

NOTE 152p.; Publication of Building Professional Development Partnerships for Adult Educators Project (PRO-NET). For a companion PRO-NET document, see CE 081 817.

AVAILABLE FROM For full text: http://www.air.org/nrs/reports/.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS Adult Basic Education; Adult Education; *Adult Educators; Adult Programs; Competence; *Competency Based Teacher Education; Continuing Education; *Educational Improvement; *Inservice Teacher Education; Instruction; *Knowledge Base for Teaching; Performance; Postsecondary Education; *Professional Development; Program Improvement; Self Evaluation (Individuals); Teacher Education; Vocational Education

IDENTIFIERS Performance Indicators

ABSTRACT

This document contains 31 competencies organized by these three themes related to effective adult instruction: (1) keeping current in content area and in instructional strategies; (2) communicating and collaborating with colleagues and learners to facilitate learning; and (3) working positively and nonjudgmentally with diverse populations. The specific skills that instructors can develop within these themes promote quality instruction across a variety of missions, program goals, and instructional content. For each competency, performance indicators and evidence examples that demonstrate the specific competency in practice are listed. The competencies are organized into these six categories: professional development, instructional delivery, management of instructional resources, assessment and monitoring of learning, management of program responsibilities and program organization, and providing learner guidance and referral. Three sections discuss the purposes of the competencies, the methodology for developing them, and ways in which they can be used; describe instructor competencies and performance indicators; and include a table containing each of the instructor competencies and performance indicators. Three appendixes provide illustrations of the performance indicators, a self-assessment instrument for instructors, and recommended professional development activities. (KC)

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ED 454 382

Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs

A Publication of

Building Professional Development Partnerships
for Adult Educators Project

PRO-NET

February 1999

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CE 518 537

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Introduction

In the field of adult education, the increasing emphasis on demonstrating learner outcomes has renewed interest in the quality of instruction provided. While there is limited research showing direct correlations between specific instructional procedures and adult learning, there are a number of instructional practices and instructor competencies recognized as broadly effective by practitioners, administrators, and learners (Galbraith & Gilley, 1986; U.S. Department of Labor, 1991; U.S. Department of Education, 1992). These competencies can be replicated in a variety of programs and learning environments.

Building Professional Development Partnerships in Adult Education (PRO-NET), a project funded by the United States Department of Education, Division of Adult Education and Literacy, has engaged in a multi-year process to develop instructor competencies and performance indicators for adult education programs. This document provides instructors, administrators, and professional development coordinators with a practical set of competencies and performance indicators that can be utilized for improving the quality and effectiveness of adult education programs.

Instructor competencies and performance indicators may be used by various stakeholders within the adult education community at the state, local and instructor levels to enhance instructor performance and improve the quality of adult education programs. The specific uses are discussed later in this document. To maximize program success in meeting these competencies, ongoing administrative support and assistance are critical. In addition, local coordination of program improvement with state level efforts (e.g., the development of standards) and collaboration with other community agencies (e.g., accessing resources) will enhance the program's ability to meet the competencies.

WHY ARE INSTRUCTOR COMPETENCIES IMPORTANT?

The competencies are a means for stimulating ongoing dialogue and collaboration between program administrators and instructional staff around the interrelated goals of effective classroom practices, professional development and positive learner outcomes. Several states have worked in recent years to establish criteria for adult instruction and have produced their own guidelines. The state of Minnesota, for example, published *Teaching Principles and Competencies for the Minnesota Adult Educator*, which outlines performance expectations for adult education instructors. Kentucky has developed a *Competency Profile of an Adult Basic Skills Instructor,* which lists over 60 tasks that teachers should perform in areas related to instruction, counseling, and administration. Texas developed the *Adult Education Instructor*, which focuses on improving curriculum and instruction. In addition, California has disseminated several documents addressing instructor competencies, including the *ESL Handbook for Adult Education Instructors, Model Standards for Adult Basic Education*, and the *Adult Education Programs of Excellence*. Pennsylvania's ABLE Practitioners of Excellence project also developed a set of indicators for instructor excellence. Adult education, however, has lacked a national standard for clearly stated and commonly accepted competencies that an "effective" practitioner should possess. This is beginning to change, with a push at the national level for effective program improvement models. The purpose of the *PRO-NET* effort is to build on the progress initiated at the state level and to develop a set of competencies and performance indicators that can be used by programs across the country.

Related to this goal is the 1998 Workforce Investment Act (WIA). Title II, the Adult Education and Family Literacy Act, authorizes the "establishment or operation of professional development programs to improve the quality of instruction." Receipt of federal funding is tied into the development and implementation of a five-year plan for improving instructional and professional development outcomes. Programs for adults are now required to develop a strategic plan for

increasing their effectiveness. The competencies provided here can be utilized as a guideline for developing a strategic plan for professional development and for meeting the goals of the Adult Education and Family Literacy Act.

HOW WERE THE COMPETENCIES DEVELOPED?

The competencies were developed through a field-based process utilizing the input and support of over 300 adult education instructors and program administrators from across the country. In addition, a literature review of instructional practices was undertaken, and the competencies were developed and refined over several stages with the help of the PRO-NET Study Team and Working Group. Performance indicators also were developed through a multi-stage process with adult educators in Washington, DC, and through focus groups held across the country with adult learners, administrators, and instructors. Performance indicators, in the context of the competencies, are defined as instructor skills, behaviors, or practices that demonstrate the existence of the competency. Input from the field was gathered to insure that multiple perspectives were represented on competencies and indicators were developed.

In addition to the competencies and performance indicators, examples of competency "evidence" were also developed that are illustrative of each of the performance indicators. Adult educators reviewed each example to verify that it was a realistic application of the performance indicator. The purpose of this evidence (provided in Appendix A) is to give instructors and program administrators a concrete example of how the performance indicators might be demonstrated within the learning environment. Each program, however, will have to develop its own examples of competency evidence that are most relevant to their specific needs and objectives.

The framework for developing the competencies is based on three constructs. From the research literature in adult learning, it is assumed that adults learn best when:

- They feel *comfortable* with the learning environment and attempt tasks that allow them to *succeed* within the contexts of their limited time and demanding lives;

- They provide *input* into the planning of their own learning goals and process;
- They have opportunities to engage in *social learning*, i.e., they learn from peers as well as from the instructor;
- They have a *variety* of options appropriate to their learning styles (including sensory modalities, ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their modes of learning;
- They are able to associate new learning with previous *experiences* and to use those experiences while learning; and
- They have the opportunity to apply *theory/information* to practical situations in their own lives.

The competencies, in accordance with these assumptions, are designed to strengthen the ability of instructors to provide environments conducive to learning and to enhance student outcomes.

Second, the competencies reflect the Secretary's Commission on Achieving Necessary Skills (SCANS) research on what defines effective job performance today. Many of the SCANS competencies are integrated into the instructor competencies and indicators. For example, emphasis is placed on interpersonal skills in a variety of contexts and situations including working with supervisors, peers, and learners. Similarly, the ability to acquire and use information is evident in a number of competencies. Working with technology, planning and allocating resources, and understanding how systems operate are additional threads running throughout the competencies.

Third, the competencies reflect the work of the National Institute for Literacy Project, Equipped For the Future (EFF). Instructors, to effectively meet the needs of adult learners, must understand the demands of adults as workers, family members, citizens and community members and structure learning activities that reflect these roles.

HOW ARE THE COMPETENCIES ORGANIZED?

The competencies presented here encompass several broad themes related to effective adult instruction. The specific skills that instructors can develop within these themes promote quality

instruction across a variety of missions, program goals, and instructional content. The three themes are:

- **Keeping current in content area and in instructional strategies**. Instructors need to engage in a variety of ongoing professional development activities to keep abreast of new developments in curriculum content and related areas as well as instructional approaches.

- **Communicating and collaborating with colleagues and learners to facilitate learning**. The educational process involves a range of collaborative activities both within the organization and the community. Instructors require a variety of communication methods as they collaborate with diverse audiences and develop skills in problem solving, negotiation, and decision making.

- **Working positively and nonjudgmentally with diverse populations.** Instructors must be persistent in incorporating instructional materials and strategies that are inclusive and free of bias.

These themes are broad enough to be put into practice in a variety of contexts. Each competency has a set of performance indicators and evidence examples that demonstrate the specific competency put into practice. Instructors and supervisors also have an opportunity to work collegially to develop program specific examples of how each competency could be put into practice. The competencies are organized into six categories.

- **Maintains Knowledge and Pursues Professional Development.** Instructors are the primary facilitators of student learning and must have the requisite skills and content knowledge to guide the instructional process. The competencies emphasize construction of a knowledge base regarding adult learning, including such areas as learner motivation, cognition, and socio-cultural context as well as developing and maintaining appropriate knowledge of content matter and instruction. The competencies focus on the acquisition of knowledge through a variety of professional development activities (e.g., coursework, workshops, practitioner research, and journal reading), both individually and in collaboration with colleagues.

- **Organizes and Delivers Instruction.** Organizing and delivering instruction is at the heart of the learning process. Competencies for this area include the development of instructional plans, sequence and pacing of classroom activities, and linking instruction to learner needs and abilities. The competencies specified here encompass the delivery of a well-paced, appropriately planned lesson that also provides sufficient time for achieving learning objectives. Instructors should be able to demonstrate their knowledge of adult learning theory, learner cultures, and interpersonal dynamics by creating an environment conducive to learning.

- **Manages Instructional Resources**. Providing quality instruction requires an emphasis on managing instructional and planning time as well as learner time-on-task. Priority is

placed on time management, preparing and adhering to course schedules, and making effective use of relevant technology. Additionally, the competencies for this category focus on incorporating community resources into instruction as well as the selection of materials appropriate to learner needs and program objectives.

- **Continually Assesses and Monitors Learning**. Assessing learner needs, monitoring progress, and providing feedback are essential components of the instructional process. There are many methods for monitoring the progress of learners including direct questioning, paper and pencil assessments, and performance based assessments. Learning also can be monitored in an individual or group setting. The competencies in this section focus on collecting and sharing information about learner needs and progress, and using the information to plan appropriate instruction.

- **Manages Program Responsibilities and Enhances Program Organization.** Practitioners conduct their work within a larger program mission and context. As such, the ability to collaborate and communicate effectively with administrators and instructional colleagues, and community members is important. The competencies in this section focus on collecting, managing, and sharing data and ideas to improve instruction and program quality.

- **Provides Learner Guidance and Referral**. The role of practitioners in adult education often goes beyond instructional tasks. Instructors often are called upon to serve the additional role of providing counseling and guidance to their students. Relevant competencies in this area include the knowledge of appropriate referral services and the ability to communicate learner needs to other service providers within the program.

WHO SHOULD USE THE COMPETENCIES?

The instructor competencies are intended for a wide audience. They can be used by adult educators in support of developing and maintaining effective levels of instruction on a program-wide basis. The competencies also can be used to develop an exemplary professional development program, as a needs assessment instrument, or for prioritizing program characteristics and relevant instructional skills. In this fashion the competencies are useful to many groups: state and local adult education administrators, professional development coordinators, workshop facilitators, and instructors. Collaboration between instructors and administrators, however, is key to implementing the competencies.

Not every instructor in every program will need to become proficient in each competency. In some situations, the competency may not be relevant (e.g., the technology related competencies may

not be relevant if instructors lack access to computers and other technology). State and local agencies should look upon the instructor competencies as a guide, not as a prescriptive document. Used in this way, the competencies can be integrated into program management in ways that are appropriate. The specific focus by practitioners should depend upon their role within the program. Volunteer instructors, for example, may choose to focus only on competencies that are appropriate for their instructional roles and logical to their time commitment. With the wide variability in existing programs and goals it is important that the competencies be flexible enough to address the needs of specific programs and specific instructors.

HOW CAN THE COMPETENCIES BE UTILIZED TO IMPROVE INSTRUCTION?

There are a variety of ways in which the instructor competencies and performance indicators can be used at the state and local levels to enhance instructor performance and improve program quality. Among these uses are to provide criteria for selecting qualified staff, to assess and evaluate the performance of current staff, and to select appropriate professional development activities. The competencies also can be used by instructors to assess their own performance and as a tool for peer observations and feedback. Its specific use will depend upon program needs and the context in which the program operates. Below is a brief description of some of its uses.

State Level Uses

Below are examples of the ways in which the competencies may be used at the state level.

- **Align the competencies with state performance standards.** Many states are in the process, or have already developed standards for performance in their educational systems. The competencies can be aligned with state level standards through a collaborative effort among program coordinators and administrators. For example, focus groups may be conducted to discuss how the competencies might best be used in accordance with previously developed standards in the state.

- **Build on competencies that have already been developed or foster the development of competencies.** A number of states have identified their own instructor competencies (e.g., California, Texas, Kentucky) or characteristics of programs of excellence (e.g., California). For these states, the performance indicators and illustrative evidence may be

used to demonstrate how the competencies are implemented in programs. They could be helpful in training staff in what to look for in conducting observations and in identifying quality instruction. For states that have not developed instructor competencies, this document could be used to foster discussions about the kinds of skills and knowledge base necessary to improve the quality of instruction.

- **Use as a basis for instructor certification.** States vary in their requirements for certification in adult education. The primary requirement is certification in elementary and secondary education. However, other requirements include a combination of experience, degree, and coursework; endorsement of specialized adult education credit courses; and an emergency certification. States may use the competencies as part of their certification process. The competencies could be used as a measure for assessing the level of skills and knowledge that instructors are required to achieve before they are certified. The indicators are ways in which excellent instructors would demonstrate each competency.

- **Develop guidelines for hiring and recruiting staff.** The competencies also may be used by the states as guidelines to local programs for hiring qualified staff. New York state, for example, is referencing the competencies in their *Adult Literacy Program Managers' Guide 1999.*

- **Provide a basis for a needs assessment to determine professional development activities.** The competencies may be used to help state professional development coordinators identify the kinds of professional development to offer their staff. States could incorporate the competencies into a needs assessment for instructional staff. The assessment could be completed by instructional staff and by local program administrators. Based on the results of the needs assessment, staff could target a particular set of competencies as the focus for an annual summer institute or for a series of workshops offered on a regional basis.

Local Level Uses

Use of the competencies at the local level reflects, in many ways, their uses at the state level.

- **Recruit and hire qualified staff.** The competencies could be used to assist local program administrators in developing job descriptions for the recruitment and hiring of qualified staff. The competencies could effectively communicate the broad range of skills desired. In addition, components of the competencies could be tailored to address specific hiring needs and serve as a reference for final hiring decisions.

- **Assess staff needs for professional development.** The competencies could be used as a needs assessment tool to determine the focus of professional development. Needs assessments could be conducted individually or with groups of instructors. Administrators, for example, could use a professional development or regular staff meeting, for instructors to engage in a group review of the competencies. Following their review, instructors could collaboratively prioritize the competencies considered most relevant to the work of the program, and each instructor could individually identify those competencies in which they desire professional development. The identified

competencies could then become the basis for professional development activities by individual instructors. If a number of instructors identify the same competencies, then professional development activities in these areas could be developed on a program-wide basis.

- **Promote collaboration in selecting areas for professional development**. As a compilation of effective instructional practice, the competencies provide a useful context for instructors and administrators to work collaboratively for the ongoing benefit of their program. For example, in conjunction with input from instructional staff, program coordinators could develop topics for professional development that are most relevant to the needs of the program. Program administrators and instructors could discuss the need for professional development in a variety of areas, review the resources that are available, and work collaboratively to shape a useful professional development experience. Good communication and a solid partnership across administrative and instructional staff could provide a strong foundation for meeting the levels of excellence delineated by the competencies.

- **Assess performance of existing staff.** The competencies could serve as a springboard for regular, formative assessment of instructional practices. A variety of methods, such as peer group review and self- or supervisory assessments could be utilized to identify relevant instructor strengths as well as areas needing improvement. While standardized scoring has not been developed for the competencies, individual programs could tailor the competencies to their needs and then establish their own system for rating instructor performance. The performance indicators for each of the competencies provide descriptions of exemplary performance. Program administrators could develop a rating scale based upon these indicators to assess performance and identify staff in need of professional development support.

- **Make recommendations for professional development.** A tool such as the Recommended Professional Development Activities Instrument (Appendix C) which is based on the competencies, provides a mechanism for administrators and instructors to collaboratively identify the kinds of professional development that would be appropriate for instructors based on the results of needs assessments and program objectives. In addition to identifying skill areas, recommendations could include professional development activities that fall within the inquiry/research approach (e.g., study circles, mentoring, coaching, curriculum writing) as well as workshops, institutes, seminars and community college courses. Administrators also could assess the impact of the professional development activities related to the competencies by monitoring changes in instructor performance and progress toward meeting professional goals.

- **Use as a professional development activity.** Program administrators also could use the competencies as a tool for professional development. Administrative staff, for example, could work collaboratively with instructors, or have instructors work independently, to identify evidence for each of the performance indicators that most reflects the context in which their program operates. Using the competencies in this manner encourages instructors to reflect critically on their own practices. Conversely, professional development coordinators could ask instructors to construct a set of competencies based on the illustrative evidence provided. The above activities are a means for introducing the competencies to staff and for gaining input in to how competencies can be used

within their program settings. These activities help develop a shared meaning and understanding of the competencies.

Instructor Uses

For instructors, the competencies can be used as a tool for assessing their own performance and for peer reviews.

- **Assess own knowledge and skills.** The competencies could be used by individual staff to assess their knowledge and skills. The assessment would be confidential and provide a focus for developing an individual professional development plan. The Self-Assessment Instrument (Appendix B) is an example of the type of tool that could be used for assessments. This tool encourages staff to reflect on their own practices and to identify areas of strengths and areas needing improvement, to rate the competencies most applicable to their instructional program, and to identify the level of priority for the specific competencies. It is useful for developing priorities for professional development.

- **Prepare for certification.** If states decide to use the competencies as part of their instructor certification process, then instructors could use the competencies to help them prepare for certification. As with self-assessments, the competencies could be used by instructors to assess where they stand in relation to certification requirements.

- **Conduct peer assessments.** The competencies also could be used as a tool for instructors to use with their peers who want feedback on their own performance. The evidence that programs develop for each performance indicator can be a focus of peer observations. Feedback can then be provided by the observer on behaviors demonstrated in the learning environment.

The competencies should be used in a constructive manner to support continuous program improvement. If used as a supervisory evaluation tool, administrators should conduct pre-observation conferences to discuss the competencies on which instructors are being observed and the tools that will be used in the observation. Feedback should be provided shortly after observations to discuss areas of strength and areas in which improvement is required.

HOW CAN PROGRAMS PROMOTE THE USE OF COMPETENCIES?

There are several ways in which programs can begin to promote the use of competencies. Some approaches have been alluded to in the section on uses of the competencies. What seems most critical is that staff members have a clear understanding of the purposes of the competencies and how these purposes relate to the goal of continuous program improvement. In addition, staff should feel

comfortable incorporating the competencies into their daily work and should also provide input regarding their practical use. Promoting understanding and buy-in may occur by:

- Incorporating the competencies in staff orientation and in-service training activities;
- Utilizing staff meeting time to discuss how the competencies and performance indicators can be used and how they relate to other state and local initiatives;
- Working collaboratively with staff to develop the evidence that illustrates each of the performance indicators within the context in which the program operates;
- Designating instructor "ambassadors" to assist in coordinating and promoting the use of the competencies among instructional colleagues;
- Analyzing the competencies in program newsletters; and
- Sharing the competencies with local colleges and universities that have adult education programs.

Successful implementation of the competencies will occur only through the collaborative efforts of instructors and administrators and through administrative support for professional development.

HOW IS THE COMPETENCIES DOCUMENT ORGANIZED?

The competencies document is divided into three sections. Section I, the *Introduction*, provided above, discusses the purposes of the competencies, methodology for developing them, and ways in which they can be used. Section II, *Instructor Competencies and Performance Indicators*, is divided into four parts. Each part is designed to provide a more in-depth view of the competencies and can be used as a way of introducing the competencies to program staff. The parts are: (1) Overarching Characteristics of Effective Adult Instruction, (2) Instructor Competency Categories, (3) Instructor Competencies by Category, and (4) Competencies and Performance Indicators. The last part is a table that contains each of the competencies and the performance indicators that demonstrate each competency. The table also includes space for instructors and administrators to collaboratively develop program specific evidence that illustrates the performance indicator in the learning

environment. It is recommended that local programs develop their own evidence of the performance indicators based on their program mission and the roles and responsibilities of instructional staff.

Section III, the *Appendices*, includes resources that will be helpful for administrators and instructors in using the competencies. It includes the following:

- **Appendix A**. Sample Illustrations of the Performance Indicators, provides an example of the kind of evidence that illustrates each performance indicator. It is only one of many possible examples and is meant to be used as a guide for developing examples that are specific to the individual program.

- **Appendix B**. Self-Assessment Instrument, is a tool for instructors to assess the relevance of the competency to their own instructional program, their strengths and areas for improvement on each of the competencies, and whether the competency is a priority.

- **Appendix C**. Recommended Professional Development Activities, provides a worksheet to identify the kinds of professional development activities that are needed to enhance instructional quality.

Instructor Competencies and Performance Indicators*

This section of the document introduces instructors, state and local administrators, and professional development coordinators to the actual competencies and performance indicators. It is sequenced so that the reader is given first, a broad overview of the competencies and then, the specific competencies and performance indicators. This sequence may be used to familiarize instructors with the competencies. It includes the following:

- **Overarching Characteristics of Effective Adult Instruction** identifies the three characteristics of effective adult instruction that are found throughout the competencies.

- **Instructor Competency Categories** identifies the six categories under which the competencies fall.

- **Instructor Competencies by Category** places each of the 31 competencies in the appropriate category.

- **Competencies and Performance Indicators** charts the competencies and performance indicators associated with them. The first column, Competency, presents the individual competency. The second column, Indicators of Competency, presents the indicators that describe instructor behaviors, skills, or practices that demonstrate the existence of the competency. The last column, Program-Specific Evidence, is left blank. It is to be used by instructors and administrators to describe how the performance indicator would look in their own program. Appendix A provides sample illustrations of what may be included in the last column.

* Indicators are defined as instructor behaviors, skills, or practices that demonstrate the existence of the competency.

Overarching Characteristics of Effective Adult Instruction

- **Keeping current in content area and in instructional strategies.** Instructors need to engage in a variety of ongoing professional development activities to keep abreast of new developments in curriculum content and related areas as well as instructional approaches.

- **Communicating and collaborating with colleagues and learners to facilitate learning.** The educational process involves a range of collaborative activities both within the organization and the community. Instructors require a variety of communication methods as they collaborate with diverse audiences and develop skills in problem solving, negotiation, and decision making.

- **Working positively and nonjudgmentally with diverse populations.** Instructors must be persistent in incorporating instructional materials and strategies that are inclusive and free of bias.

Instructor Competency Categories

- Maintains Knowledge and Pursues Professional Development
- Organizes and Delivers Instruction
- Manages Instructional Resources
- Continually Assesses and Monitors Learning
- Manages Program Responsibilities and Enhances Program Organization
- Provides Learner Guidance and Referral

Instructor Competencies by Category

MAINTAINS KNOWLEDGE BASE AND PURSUES OWN PROFESSIONALISM

- Develops and maintains a knowledge base in adult learning and development.
- Develops and maintains an in-depth knowledge base in own content area and in other relevant areas.
- Knows how to instruct and/or refer adults who have learning disabilities and other special needs (e.g. age, prior education, physical limitations).
- Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.
- Knows how technological systems work and how to apply that knowledge to instructional and administrative functions.
- Knows about and/or knows how to access information about own organization, community resources and issues, relevant laws and regulations.
- Assesses own need for professional growth and develops and monitors own professional development plan.
- Engages in a variety of self-directed and collegial professional development activities and incorporates new skills and knowledge into learning environment to enhance the quality of instruction.

ORGANIZES AND DELIVERS INSTRUCTION

- Plans instruction that is consistent with the program's mission and goals.
- Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.
- Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures, and interpersonal dynamics.
- Instructor applies knowledge of teacher-directed and learner-centered instruction.
- Models communication, negotiation, decision-making and problem-solving skills for learners.
- Employs individual, group and team learning.
- Sequences and paces lessons appropriately.
- Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.

- Provides frequent and varied opportunities for students to apply their learning.
- Monitors and adjusts teaching strategies based upon student needs and performance.
- Effectively integrates current and appropriate media and technology as a tool for instruction.
- Integrates employment, family, and community-related activities into instruction.
- Selects and uses a variety of resources for the learning environment (print, human, and technological).

MANAGES INSTRUCTIONAL RESOURCES (TIME, MATERIAL, SPACE, PEOPLE)

- Acquires, accesses, and uses technology for effective adult learning.

CONTINUOUSLY ASSESSES AND MONITORS LEARNING

- Works with learners to identify their needs, strengths and goals, and advises or refers them to appropriate programs and levels of instruction.
- Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning.
- Monitors learning beyond simple recall of information using a variety of assessment strategies.
- Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment.
- Guides learners in the development and ongoing review of their educational plans.

MANAGES PROGRAM RESPONSIBILITIES AND ENHANCES PROGRAM ORGANIZATION

- Collects and manages accurate data for program improvement and accountability.
- Suggests and/or collaborates in modifying the program organization and in developing program alternatives.

PROVIDES LEARNER GUIDANCE AND REFERRAL

- Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services.
- Makes referrals to appropriate resources when guidance and counseling needs are beyond own expertise.

Competencies and Performance Indicators[1]

MAINTAINS KNOWLEDGE BASE AND PURSUES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Program Specific Evidence** (Completed by instructors and administrators based on the individual program)
1. Develops and maintains a knowledge base in adult learning and development.	*Maintains Knowledge Base:* 1.1 Identifies that adult learners are motivated by drawing on their experiences, providing opportunities for learner success to build self-esteem and targeting instruction based on learner goals. 1.2 Identifies how adults learn (cognition) by using multiple instructional approaches, field dependent* and independent learning** and problem centered approaches to learning; providing multiple types of sensory experience; and stimulating learner reflection. 1.3 Articulates strategies and cites materials appropriate to, diverse cultural, ethnic, racial, age and social contexts and backgrounds and recognizes that adults are at different stages of development. See also indicators 9.1, 10.2, 11.2, 11.4 and 21.1.	

* Field Dependent Learning: A way of thinking in which the learner uses the surrounding context of the instructional experience. Field dependent learners generally prefer having the total Gestalt of a given topic and like group work and hands-on learning.

** Field Independent Learning: A way of thinking in which the learner focuses on parts and on the abstract elements of an experience. Field independent learners generally prefer to work alone, like to work in-depth on a topic and are less concerned with the surrounding "field."

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 1

Competencies and Performance Indicators[1]

MAINTAINS KNOWLEDGE BASE AND PURSUES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Program Specific Evidence** (Completed by instructors and administrators based on the individual program)
2. Develops and maintains an in-depth knowledge base in own content area and in other relevant areas.	*Maintains Knowledge Base:* 2.1 Has professional preparation and or training in the primary content area. 2.2 Participates in professional development related to own or relevant areas (e.g. reading professional journals, conducting inquiry research projects[τ] and attending professional meetings). 2.3 Describes how content area knowledge can be transferred to the instructional setting. 2.4 Articulates program's goals and mission statement. See also Indicator 9.1.	

[τ] Inquiry Research Projects: Practitioners conduct spermatic, international, field-based inquiry into their own instructional practices. They pose problems for inquiry arising from their own settings, their prior experiences, and their goals for teachers and learning.

[1] *Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 2

Competencies and Performance Indicators[1]

MAINTAINS KNOWLEDGE BASE AND PURSUES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Program Specific Evidence** (Completed by instructors and administrators based on the individual program)
3. Knows how to instruct and/or refer adults who have learning disabilities and other special needs (e.g. age, prior education, physical limitations).	*Maintains Knowledge Base:* 3.1 Articulates strategies for identifying students who have special needs and for instructing this population. 3.2 Suggests ways to accommodate students with special needs. 3.3 Indicates how to refer students to other services or agencies in-house and external, when appropriate. See also indicators 16.1, 16.2, 31.1, 31.2, 31.3.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

MAINTAINS KNOWLEDGE BASE AND PURSUES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Program Specific Evidence** (Completed by instructors and administrators based on the individual program)
4. Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.	*Maintains Knowledge Base:* 4.1 Articulates that learners bring experiences from multiple life roles to the instructional setting. 4.2 Identifies materials and technology that reflect contexts of home, work and community. 4.3 Identifies strategies that are flexible enough to accommodate adult scheduling and attendance needs. See also indicator 20.2.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

MAINTAINS KNOWLEDGE BASE AND PURSUES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Program Specific Evidence** (Completed by instructors and administrators based on the individual program)
5. Knows how technological systems work and how to apply that knowledge to instructional and administrative functions.	*Maintains Knowledge Base:* 5.1 Illustrates proficiency in using and selecting appropriate and current technology such as: word processing, data management, presentations software, telecommunications, e-mail and other means of accessing information. 5.2 Designs and delivers instruction that incorporates technology in a meaningful way into the curriculum. 5.3 Illustrates how technology can be used to monitor learning; track attendance, learner progress and outcomes; and communicate information to learners and program staff and other stakeholders (e.g., legislators). 5.4 Participates in technological training to be prepared to explore, evaluate and use computer/technological resources. See also indicator 19.1.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

MAINTAINS KNOWLEDGE BASE AND PURSUES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Program Specific Evidence** (Completed by instructors and administrators based on the individual program)
6. Knows about and/or knows how to access information about own organization, community resources and issues, relevant laws and regulations.	*Maintains Knowledge Base:* 6.1 Identifies gaps in own knowledge and seeks to find information to address those gaps. 6.2 Identifies own organization and community resources that can provide materials for instruction (e.g. League of Women Voters, Community Resource Guide and Employment Commission) and shares information with staff and students. 6.3 Designs instructional units based upon learner needs, experiences, and interests; community resources and issues. See also indicators 20.1, 20.2.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

MAINTAINS KNOWLEDGE BASE AND PURSUES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Program Specific Evidence** (Completed by instructors and administrators based on the individual program)
7. Assesses own need for professional growth and develops and monitors own professional development plan.	*Pursues Own Professionalism:* 7.1 Reviews Adult Educator Instructor Competencies. 7.2 Reflects on instructional practice and program goals and initiatives individually, and with colleagues (e.g., through practitioner research, study circles, sharing/networking groups and with team members). 7.3 Works with colleagues and supervisors to select appropriate professional development approaches (e.g. inquiry research, workshops, observation/ feedback, product development). 7.4 Seeks administrative or collaborative support in developing an individual professional development plan that includes goals and objectives. 7.5 Regularly reviews learner placement, diagnostic and outcome data to determine professional development needs.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

MAINTAINS KNOWLEDGE BASE AND PURSUES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Program Specific Evidence** (Completed by instructors and administrators based on the individual program)
8. Engages in a variety of self-directed and collegial professional development activities and incorporates new skills and knowledge into learning environment to enhance the quality of instruction.	*Pursues Own Professionalism:* 8.1 Participates in a variety of professional development activities, such as workshops, institutes, observation/ feedback, practitioner research (e.g., online or traditional research), study groups and professional associations (e.g., local, state, national) based on individual and program needs. 8.2 Practices and integrates new instructional strategies. 8.3 Engages in reflective activities* both individually and with others (e.g., mentors, supervisors). See also indicator 23.2, 7.5.	

* Reflective Activities: The instructor monitors and evaluates approaches to his/her own work on a continual basis through observations, synthesizing data, formulating preliminary hypotheses, analyzing hypotheses, and revising instruction plans.

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
9. Plans instruction that is consistent with the program's mission and goals.	*Organizes Instruction:* 9.1 Develops, selects and evaluates instructional strategies and materials consistent with the mission and goals of the program. 9.2 Develops lessons in sequence that focus on needed skills and information and that meet the learning goals of the student and the objectives of the program. See also indicator 2.4.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
10. Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.	*Organizes Instruction:* 10.1 Conducts preliminary and ongoing student needs and academic assessments[τ] through student interviews, surveys and unsolicited comments. 10.2 Identifies instructional content and context based upon learner needs, interests, goals and experiences. 10.3 Plans instructional activities that involve learners in the application of skills within the learning environment and to real life experiences. 10.4 Designs instruction that incorporates technology. See also indicator 1.1, 1.3,11.1, 18.3, 27.1.	

[τ] Academic Assessments: Measurement of learners' progress and skills attained in the areas of math, science, history, English, etc.

[1] *Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 10

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
11. Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures, and interpersonal dynamics.	*Delivers Instruction:* 11.1 Organizes the physical environment for adults (e.g. moveable furniture to facilitate different grouping, adequate lighting, comfortable furniture, temperature and a safe, non-threatening environment). 11.2 Selects examples, materials, and grouping strategies appropriate for the diversity of learners including field dependent and field independent learning as well as inductive and deductive learning. 11.3 Encourages learners to use their own experiences to illustrate and clarify learning. 11.4 Models cultural sensitivity related to gender differences, socio-economic status and group dynamics. 11.5 Establishes rapport through humor enthusiasm, confidence, respect and manner. See also indicator 1.2, 1.3, 10.3.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
12. Instructor applies knowledge of teacher-directed and learner-centered instruction.	*Delivers Instruction:* 12.1 Demonstrates a variety of teaching strategies within the instructional setting. 12.2 Serves as a "facilitator of learning"[τ] and as a resource and communicator of information. 12.3 Shares with learners appropriate decision making responsibilities. 12.4 Links instruction to learners' needs assessments. 12.5 Draws upon learner experiences when providing and delivering instruction. 12.6 Incorporates instructional activities that actively involve learners in the application of skills.	

[τ] Facilitator of Learning: Instructor provides an environment conducive to learning in which learners are encouraged to ask questions, draw on their own experiences, and build own knowledge base.

[1] *Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
13. Models communication, negotiation, decision-making and problem-solving skills for learners.	*Delivers Instruction:* 13.1 Communicates to learners the thinking process for problem solving and meta-cognition[τ] and encourages classroom decision making by learners. 13.2 Provides timely feedback to learners regarding their progress. 13.3 Allows classroom time for group and individual processing and group problem solving. 13.4 Exhibits several styles of communication: verbal, non-verbal, and written. 13.5 Organizes instruction and learning environment to enable students to participate in real life communication, negotiation, problem solving and decision making.	

[τ] Meta-cognition: An awareness of one's own unique thinking and learning habits. Metacognition can be divided into three categories: cognitive self-awareness concerning one's habits of gathering information, solving problems, planning and thinking critically; personal self-awareness concerning one's personnel goals, values, and self-esteem; and interpersonal self-awareness concerning one's habits of communication, competition, and cooperation with others.

[1] *Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 13

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
14. Employs individual, group and team learning.	*Delivers Instruction:* 14.1 Uses individual, group and team activities. 14.2 Organizes activities that enable learners to recognize the importance of group/ team goals and individual contributions. 14.3 Encourages learner reflection[τ] on both the process and results of activities. 14.4 Develops activities that encourage peer and self evaluation.	

[τ] Learner Reflection: Learners are asked to think about learning activities and new knowledge gained including the process by which the new knowledge was attained as well as the result such knowledge has for the future (why the learner is learning this).

[1] *Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 14

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
15. Sequences and paces lessons appropriately.	*Delivers Instruction:* 15.1 Is sensitive to learner cues regarding learning pace and depth of understanding. 15.2 Ensures that sequencing follows the logic of the instructional objective.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 15

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
16. Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.	*Delivers Instruction:* 16.1 Recognizes and provides for the special needs of all learners utilizing program resources, counselors, referral agencies and testing data. 16.2 Uses a variety of teaching strategies that address several learning styles/ modalities such as: visual/aural/oral, kinesthetic/tactile, left/right brain, and global/analytical and multiple intelligences. 16.3 Includes culturally diverse activities during instruction. See also indicator 3.1, 3.2, 3.3, 11.1, 11.2.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 16

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
17. Provides frequent and varied opportunities for students to apply their learning.	*Delivers Instruction:* 17.1 Provides for real-life and simulated applications of the activity. 17.2 Employs real-life scenarios during instruction. 17.3 Provides opportunities for learners to share learning that occurs outside of the classroom.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 17

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
18. Monitors and adjusts teaching strategies based upon student needs and performance.	*Delivers Instruction:* 18.1 Uses current student data to monitor and adjust instruction. 18.2 Engages in formal and informal monitoring (e.g., tests, written surveys, interviews, and observations) to identify learner needs. 18.3 Demonstrates flexibility in responding to immediate learner needs and interests (teachable moments[τ]). See also indicator 10.3.	

[τ] Teachable Moments: The ability of the instructor to recognize when unplanned, yet relevant issues arise during instruction, and to incorporate these into the lesson.

[1] *Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 18

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
19. Effectively integrates current and appropriate media and technology as a tool for instruction.	*Delivers Instruction:* 19.1 Delivers instruction that incorporates technology (e.g. cassette and video recorders, overhead projectors, fax machines, computers, compressed video). See also indicators 5.1, 5.2, 5.3, 21.1-21.4, 22.1-22.3.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

ORGANIZES AND DELIVERS INSTRUCTION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
20. Integrates employment, family, and community-related activities into instruction.	*Delivers Instruction:* 20.1 Uses community resources such as speakers and field trips to extend the classroom into the community. 20.2 Uses various learner roles (employee, family member, community member) in selecting materials and providing contextually- based instruction. See also indicators 6.2, 6.3, 4.2.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 20

Competencies and Performance Indicators[1]

MANAGES INSTRUCTIONAL RESOURCES (TIME, MATERIALS, SPACE, PEOPLE)		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
21. Selects and uses a variety of resources for the learning environment (print, human, and technological).	*Manages Instructional Resources:* 21.1 Uses resources that are appropriate for adults (e.g. reflect adult needs, interests and experiences) at appropriate levels of instruction, and sensitive/respectful of racial ethnic, cultural and gender issues. 21.2 Uses resources that address a variety of learning modalities (visual, auditory, kinesthetic) and preferences (independent and group learning). 21.3 Organizes and maintains resources and materials so that they are easily accessible to others for instruction and are user-friendly (e.g. ,includes directions on use). 21.4 Allocates, acquires and utilizes resources such as people, time, budgets, technology and the physical environment. See also indicators 1.2, 11.1, 16.2, 16.3, 19.1.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

MANAGES INSTRUCTIONAL RESOURCES (TIME, MATERIALS, SPACE, PEOPLE)		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
22. Acquires, accesses, and uses technology for effective adult learning.	*Manages Instructional Resources:* 22.1 Explores, evaluates and uses computer/technology resources including applications, tools, educational software and associated documentation. 22.2 Collaborates with community agencies to access technology resources. 22.3 Designs, delivers and assesses student learning activities that integrate computers/technology for diverse student populations. 22.4 Practices responsible, ethical and legal uses of technology, information and software resources. See also indicators 5.1, 5.2, 5.3, 5.4, 19.1.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 22

Competencies and Performance Indicators[1]

CONTINUOUSLY ASSESSES AND MONITORS LEARNING		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
23. Works with learners to identify their needs, strengths and goals, and advises or refers them to appropriate programs and levels of instruction.	*Continuously Assesses and Monitors Learning:* 23.1 Conducts or facilitates continuous needs assessments with learners and uses information for providing guidance to learners about relevant programs within the organization or community and for referring learners to appropriate levels of instruction. 23.2 Selects appropriate assessments/ inventories (e.g. educational skills, personal strengths, aptitudes, interests, learning styles, vision/hearing screening, learning disabilities screening, career assessments screening, etc.). 23.3 Develops and maintains alliances that facilitate referrals with other adult service providers. 23.4 Encourages and supports student transfers to other classes, levels and programs. See also indicators 28.1, 30.1, 30.2, 30.3.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

CONTINUOUSLY ASSESSES AND MONITORS LEARNING		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
24. Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning.	*Continuously Assesses and Monitors Learning:* 24.1 Assists learners in developing individual educational plans, articulating goals, developing strategies for achievement of goals and monitoring goal attainment. 24.2 Links and incorporates data from assessments with instructional objectives and strategies and shares information with learners. See also indicator 27.1, 27.2.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

CONTINUOUSLY ASSESSES AND MONITORS LEARNING		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
25. Monitors learning beyond simple recall of information using a variety of assessment strategies.	*Continuously Assesses and Monitors Learning:* 25.1 Uses questioning strategies at various cognitive levels (e. g. recall, inference, generalization, synthesis and application). 25.2 Uses a variety of assessment procedures including paper and pencil measures as well as performance measures (portfolio, demonstration, and alternative assessments). 25.3 Uses reading, writing and numeracy assessments that require higher levels of thinking, including problem solving and decision making. 25.4 Uses project-based learning[τ] to enable students to use critical thinking skills and demonstrate learning through both process and product. See also indicators 14.4, 26.1.	

[τ] Project-based Learning: The instructor incorporates projects, which utilize real world issues, into instruction in the attempt to demonstrate the transfer of knowledge from the classroom setting to the outside world.

[1] *Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 25

Competencies and Performance Indicators[1]

CONTINUOUSLY ASSESSES AND MONITORS LEARNING		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
26. Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment.	*Continuously Assesses and Monitors Learning:* 26.1 Uses journals, logs, and learner portfolios, presentations and multi-media technology to foster reflection and self-assessment. 26.2 Assists learners in developing metacognitive strategies to help them understand how they learn best. See also indicators 17.1, 17.2, 25.2.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

CONTINUOUSLY ASSESSES AND MONITORS LEARNING		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
27. Guides learners in the development and ongoing review of their educational plans.	*Continuously Assesses and Monitors Learning:* 27.1 Links learner assessments closely to the content of instruction. 27.2 Shares assessment data results with learners to help them develop and update learning plans. See also indicators 10.1, 24.1.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.* 27

Competencies and Performance Indicators[1]

MANAGES PROGRAM RESPONSIBILITIES AND ENHANCES PROGRAM ORGANIZATION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
28. Collects and manages accurate data for program improvement and accountability.	*Manages Program Responsibilities and Enhances Program Organization:* 28.1 Collects student input and other data that will yield information about the progress and success of individuals and the program. 28.2 Uses assessment and evaluation data to support and improve accountability. 28.3 Participates in the analysis of data for program improvement. 28.4 Solicits feedback from students regarding instruction and the referral system. See also indicators 18.1, 23.4.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

MANAGES PROGRAM RESPONSIBILITIES AND ENHANCES PROGRAM ORGANIZATION		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
29. Suggests and/or collaborates in modifying the program organization and in developing program alternatives.	*Manages Program Responsibilities and Enhances Program Organization*: 29.1 Collaborates with colleagues, administrators and students in refining current programs and in developing new programs. 29.2 Collaborates with community organizations to link program organization and instruction to relevant workplace needs, where appropriate.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

PROVIDES LEARNER GUIDANCE AND REFERRAL		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
30. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services.	*Provides Learner Guidance and Referral:* 30.1 Maintains current information about learner resources (e.g. libraries, GED test centers, and distance education), educational opportunities (e.g., occupational/vocational programs, community colleges, literacy programs), and support services (e.g. family resource centers, welfare, child care, transportation). 30.2 Shares information about resources by integrating information into the orientation and throughout the instructional program. 30.3 Observes individual needs throughout the instructional process and responds with appropriate support and documents. See also indictors 23.1, 23.2, 23.3, 23.4.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Competencies and Performance Indicators[1]

PROVIDES LEARNER GUIDANCE AND REFERRAL		
Competency	**Indicators of Competency**	**Program-Specific Evidence**
31. Makes referrals to appropriate resources when guidance and counseling needs are beyond own expertise.	*Provides Learner Guidance and Referral:* 31.1 Recognizes when it is appropriate to make a referral. 31.2 Collaborates with colleagues and learners to maintain a current list of agency and community resources with specific contexts. 31.3 Makes specific referrals, documents, and follow-ups. See also indicator 3.3.	

[1]*Indicators: Instructor behaviors, skills, or practices that demonstrate the existence of the competency.*

Appendices

- Appendix A: Sample Illustrations of the Performance Indicators
- Appendix B: Self-Assessment Instrument
- Appendix C: Recommended Professional Development Activities

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

MAINTAINS KNOWLEDGE AND PURSES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
1. Develops and maintains a knowledge base in adult learning and development.	*Maintains Knowledge Base:* 1.1 Identifies that adult learners are motivated by drawing on their experiences, providing opportunities for learner success to build self-esteem and targeting instruction based on learner goals.	In planning her lessons for an ABE class, the instructor relies on the following sources of information: the information gained through study groups and a workshop series on the adult learner and the needs assessment from learners. She plans lessons in brief increments that will allow learners to see their successes as well as use their own experiences as illustrations. For example, in making a job-interview appointment, learners are encouraged to make a list of the questions they need to ask (e.g., where? what time? what to bring? who will she contact?) Learners can identify questions they forgot to ask in making previous appointments.
	1.2 Identifies how adults learn (cognition) by using multiple instructional approaches, field dependent and independent learning and problem centered approaches to learning; providing multiple types of sensory experience; and stimulating learner reflection.	In planning for a new group of learners, the instructor finds that the majority of them are Hispanic with no prior ESL instruction. She, therefore, builds into her instructional plans a lot of field-dependent activities whereby learners can help each other in small groups while practicing English. She also plans to use a lot of real-life objects such as clothing, household items and tools related to their work.
	1.3 Articulates strategies and cites materials appropriate to diverse cultural, ethnic, racial, age and social contexts and backgrounds, and recognizes that adults are at different stages of development.	The instructor asks ESL learners to bring in one short fable or folk-story from their culture revealing an important cultural value. A student from West Africa, for example, brought in a story about a young girl lost in the forest. No one would answer her pleas for help because she had been neglecting to greet people when she met them on the path.
	See also indicators 9.1, 10.2, 11.2, 11.4 and 21.1.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

MAINTAINS KNOWLEDGE AND PURSES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
2. Develops and maintains an in-depth knowledge base in own content area and in other relevant areas.	*Maintains Knowledge Base:* 2.1 Has professional preparation and or training in the primary content area.	Every year, the instructor takes a course at the community college or does a self-study project in computer applications for her teaching area. The agency gives her continuing education units (CEUs) for salary increases upon satisfactory completion of study.
	2.2 Participates in professional development related to own or relevant areas (e.g. reading professional journals, conducting inquiry research projects and attending professional meetings).	ESL instructors from different sites in the city joined together in an on-line action research project to try out different instructional strategies for teaching conversational subject-verb agreement to their adult learners. They hope to determine which strategies have the most success for changing speaking patterns.
	2.3 Describes how content area knowledge can be transferred to the instructional setting.	In an ongoing seminar on helping learners improve the application of learning to their jobs, the instructor also shares with students how new content they have learned is used in their instruction.
	2.4 Articulates program's goals and mission statement.	In the supermarket, the instructor was confronted by a local businessman who expressed a belief that the adult education program was disorganized and not preparing learners for success in the workplace. She explained that workplace and family literacy were both major objectives of the adult education program and described ways in which the program was meeting those goals.
	See also indicator 9.1.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

MAINTAINS KNOWLEDGE AND PURSES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
3. Knows how to instruct and/or refer adults who have learning disabilities and other special needs (e.g. age, prior education, physical limitations).	*Maintains Knowledge Base:* 3.1 Articulates strategies for identifying students who have special needs and for instructing this population.	During a professional development session on learning disabilities (LD), instructors are asked to illustrate screening techniques for LD that have been successful for them.
	3.2 Suggests ways to accommodate students with special needs.	The instructor has learned that many ABE learners read very slowly but can eventually comprehend—given extended time or special assistance. Over the years she has learned ways to allow those learners to be successful while gradually increasing reading speed. She now mentors new instructors in those processes.
	3.3 Indicates how to refer students to other services or agencies in-house and external, when appropriate.	The agency maintains a list of community resources for learners with special needs. For example, a local optometrist offers free vision screening to agency-referred learners. At the end of each instructional cycle, instructors document all learners who were referred and the results of the referral.
	See also indicators 16.1, 16.2, 31.1, 31.2, 31.3.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

MAINTAINS KNOWLEDGE AND PURSES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
4. Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.	*Maintains Knowledge Base:* 4.1 Articulates that learners bring experiences from multiple life roles to the instructional setting.	The instructor asks ABE learners to tell how improving reading skills has changed their lives at work, at home, or in the community.
	4.2 Identifies materials and technology that reflect contexts of home, work and community.	A task-force of instructors screen computer instructional software to ensure that it can be easily adapted to the life and work of learners in this community. Instructors regularly give specific feedback to the task force on the success of the software.
	4.3 Identifies strategies that are flexible enough to accommodate adult scheduling and attendance needs.	The ESL instructor begins each class by reviewing exercises from previous lessons so that learners who have missed classes can catch-up, and students who attended can practice.
	See also indicator 20.2.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

MAINTAINS KNOWLEDGE AND PURSES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
5. Knows how technological systems work and how to apply that knowledge to instructional and administrative functions.	*Maintains Knowledge Base:* 5.1 Illustrates proficiency in using and selecting appropriate and current technology such as: word processing, data management, presentations software, telecommunications, e-mail and other means of accessing information.	During the agency's Media Fair, instructors demonstrate a new use of instructional technology and explain how it prepares learners for home, work, or for community participation.
	5.2 Designs and delivers instruction that incorporates technology in a meaningful way into the curriculum.	See evidence 5.1.
	5.3 Illustrates how technology can be used to monitor learning; track attendance, learner progress and outcomes; and communicate information to learners and program staff and other stakeholders (e.g., legislators).	Instructor provides the agency with weekly data on student attendance, on any new test scores, or instances of student goal attainment. The data are entered in to the agency's MIS and a monthly report is provided to the instructor, who in turn, uses the information to inform students.
	5.4 Participates in technological training to be prepared to explore, evaluate and use computer/technological resources.	Each year all instructors are expected to engage in one activity that expands their use of technology. Instructors keep a brief log of those activities and the instructional results.
	See also indicator 19.1.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

MAINTAINS KNOWLEDGE AND PURSES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
6. Knows about and/or knows how to access information about own organization, community resources and issues, relevant laws and regulations.	*Maintains Knowledge Base:* 6.1 Identifies gaps in own knowledge and seeks to find information to address those gaps.	Instructors each year use a comprehensive list of instructional competencies to assess areas of needed improvement and design individual development plans (IDPs) to address those needs.
	6.2 Identifies own organization and community resources that can provide materials for instruction (e.g. League of Women Voters, Community Resource Guide and Employment Commission) and shares information with staff and students.	Instructors jointly develop a list of agency and community instructional resources that are readily accessible. The list is updated yearly with new additions or deletions that reflect instructor use and satisfaction.
	6.3 Designs instructional units based upon learner needs, experiences, and interests; community resources and issues.	When local elections are taking place, instructors develop lessons that promote discussion of key issues and that encourage voter registration and voting.
	See also indicators 20.1, 20.2.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

MAINTAINS KNOWLEDGE AND PURSES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
7. Assesses own need for professional growth and develops and monitors own professional development plan.	*Pursues Own Professionalism:* 7.1 Reviews Adult Educator Instructor Competencies.	Using the list of instructional competencies and IDPs developed in 6.1, a group of ESL instructors with similar objectives decide to form a study circle to eliminate the duplication of efforts and to share instructional practices that have proved effective.
	7.2 Reflects on instructional practice and program goals and initiatives individually, and with colleagues (e.g., through practitioner research, study circles, sharing/networking groups and with team members).	See evidence 7.1.
	7.3 Works with colleagues and supervisors to select appropriate professional development approaches (e.g. inquiry research, workshops, observation/feedback, product development).	Instructors who are members of a study circle decide they would like the opportunity of observing one another's lessons related to their common set of objectives. They also want opportunities to discuss observations and to modify their instructional strategies.
	7.4 Seeks administrative or collaborative support in developing an individual professional development plan that includes goals and objectives.	In planning her lessons, the instructor realizes that she knows little about how to motivate learners from other cultures. She decides to do research on her own with the help of a computer network of ESL instructors who also are interested in this topic and will share their resources. She hopes to observe other instructors who are successful in motivating their ESL students. She designs a professional development plan and presents it to the administration to see if they will provide her with some release time to pursue her objectives.
	7.5 Regularly reviews learner placement, diagnostic and outcome data to determine professional development needs.	As part of her instructional professional development plan (IDP), the instructor keeps a journal on the effects her interventions have on learners in terms of learner goal achievement.

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

MAINTAINS KNOWLEDGE AND PURSES OWN PROFESSIONALISM		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
8. Engages in a variety of self-directed and collegial professional development activities and incorporates new skills and knowledge into learning environment to enhance the quality of instruction.	*Pursues Own Professionalism:* 8.1 **Participates** in a variety of professional development activities, such as workshops, institutes, observation/feedback, practitioner research (e.g., online or traditional research), study groups and professional associations (e.g., local, state, national) based on individual and program needs.	The ESL instructor, although part-time, feels a responsibility to be as professional as possible in her instructional role. She attends as many of the ESL professional development workshops as she can. She also asks to sit-in on some of the study circle meetings that relate to her instructional assignment.
	8.2 **Practices** and integrates new instructional strategies.	Whereas the instructor has developed numerous instructional strategies that learners enjoy and show progress from, she constantly searches for new devices and strategies that will engage learners and provide variety.
	8.3 Engages in reflective activities both individually and with others (e.g., mentors, supervisors).	From time-to-time, the instructor asks if she can present an instructional problem that she is facing to the ESL study group in which she participates. Although their objectives are somewhat different from her own IDP, she values their thinking and feedback.
	See also indicator 23.2, 7.5.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
9. Plans instruction that is consistent with the program's mission and goals.	*Organizes Instruction:* 9.1 Develops, selects and evaluates instructional strategies and materials consistent with the mission and goals of the program.	Because there is a growing workforce need in their community and the program wants to serve that need, the instructor designs a series of lessons for her ABE learners that address community in the workplace. She uses role-play and simulation activities as well as memo writing and reading of case studies—many of which reflect incidents reported by learners from their workplace experiences.
	9.2 Develops lessons in sequence that focus on needed skills and information and that meet the learning goals of the student and the objectives of the program.	See evidence 9.1.
	See also indicator 2.4.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
10. Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.	*Organizes Instruction:*	
	10.1 Conducts preliminary and ongoing student needs and academic assessments through student interviews, surveys and unsolicited comments.	One of the first activities that the instructor uses with his Beginning-level ABE students is to help them complete a needs assessment survey including such items as what they hope to learn, how they plan to use what they learn, what prior schooling they have had, and whether past schooling presented any specific problems. After seeing samples of their work, the instructor sits down with each student and reviews their expectations and the tasks required to reach those expectations.
	10.2 Identifies instructional content and context based upon learner needs, interests, goals and experiences.	Using the results of the learner needs assessment, the instructor realizes that the majority of his ABE students feel that their lack of reading writing skills are impeding job promotion. They often refuse to accept positions that require writing reports or reading contracts or specification charts. The instructor visits several local businesses and asks for anonymous samples of reports, contracts and other job-related reading/writing tasks to use with learners so they can understand, be comfortable with, and practice skills needed by the workplace.
	10.3 Plans instructional activities that involve learners in the application of skills within the learning environment and to real life experiences.	See evidence 10.2.
	10.4 Designs instruction that incorporates technology.	Promotion at local businesses increasingly requires competence in using such computer programs as Microsoft Word to write reports, generate graphs, and e-mail colleagues. By using computer instruction, the instructor can work on writing skills at the same time that students become skilled in computer programs.
	See also indicator 1.1, 1.3,11.1, 18.3, 27.1.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
11. Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures, and interpersonal dynamics.	*Delivers Instruction:* 11.1 Organizes the physical environment for adults (e.g. moveable furniture to facilitate different grouping, adequate lighting, comfortable furniture, temperature and a safe, non-threatening environment).	Even though the instructor has to teach his ABE class in a room used by the secondary program during the day, he rearranges the furniture from "row," into a semi-circle so that the adult learners can see one another as they speak and so that desks can easily be turned to form small groups, when needed.
	11.2 Selects examples, materials, and grouping strategies appropriate for the diversity of learners including field dependent and field independent learning as well as inductive and deductive learning.	The instructor makes sure that every 2-hour class includes a small-group activity as well as a "presentation" and some individual work so that learners with different learning preferences can each find a part of each session that best accommodates their learning preferences.
	11.3 Encourages learners to use their own experiences to illustrate and clarify learning.	Once learners indicate they understand a particular concept, the instructor asks them to provide examples of how the concept relates to their own lives. For example, he asked students to illustrate how the study skill of "paraphrasing" can also be used in their workplaces.
	11.4 Models cultural sensitivity related to gender differences, socio-economic status and group dynamics.	In an ESL class, the instructor sometimes groups by gender as well as heterogeneously to accommodate those cultures where women are uncomfortable in disagreeing with men. At the same time, when using mixed groups, she is careful to explain how, in this country, men and women's ideas are expected to be equally valued.
	11.5 Establishes rapport through humor enthusiasm, confidence, respect and manner.	Telling amusing anecdotes about her own mistakes with language allows the instructor to introduce humor and make the learners more willing to discuss their own language "faux pas."
	See also indicator 1.2, 1.3, 10.3.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
12. Instructor applies knowledge of teacher-directed and learner-centered instruction.	*Delivers Instruction:*	
	12.1 Demonstrates a variety of teaching strategies within the instructional setting.	In an ABE reading class, the instructor is careful to incorporate a variety of reading strategies and content. For example, he sometimes has learners read from TV program scripts, acting out the parts; practice reading passages that are designed to convince someone to do or purchase something; or read aloud directions that are followed as they are read.
	12.2 Serves as a "facilitator of learning" and as a resource and communicator of information.	The instructor uses a "case study" that requires students to cooperatively solve a problem. He remains as a resource to clarify language, explain process and lead discussions on the results. Prior to that process, however, he is the dispenser of information on group process, problem-solving techniques, and logical inquiry.
	12.3 Shares with learners appropriate decision making responsibilities.	When decisions need to be made from several alternatives, the instructor explains such devices as "force field" analysis to help see the barriers, supports, and likelihood of success of various alternative solutions.
	12.4 Links instruction to learners needs assessments.	During an ESL student needs assessment, several learners indicated they prefer independent study to working in groups. The ESL instructor is careful to set up group work that has an independent study component. For example, each learner is asked to read information independently and then to share the findings with other learners who have done likewise with different information. Thus learners see how independent learning fits into group activities in society or in the workplace.
	12.5 Draws upon learner experiences when providing and delivering instruction.	The instructor has each of her ABE students tell about an incident when they were "cheated" by someone. The stories were then typed by an aide and became a reading resource for the learners.
	12.6 Incorporates instructional activities that actively involve learners in the application of skills.	Beginning ESL students that were learning appropriate English for the supermarket, set up a "store" in class whereby they purchased products (empty containers) brought in by the learners themselves. Learners role-played the cashier, courtesy clerk, and customer.

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
13. Models communication, negotiation, decision-making and problem-solving skills for learners.	*Delivers Instruction:* 13.1 Communicates to learners the thinking process for problem solving and meta-cognition and encourages classroom decision making by learners.	Learners identify transportation problems in attending classes at night. Together, they brainstorm each step in the problem-solving process and come up with alternatives for decision-making. The instructor asks learners how this process might help solve other problems they encounter.
	13.2 Provides timely feedback to learners regarding their progress.	Because adults in her ABE class lead busy lives, the instructor uses brief written and reading activities that can be discussed and corrected immediately so that each session is a complete event. This process avoids the problems of absent learners during crucial feedback.
	13.3 Allows classroom time for group and individual processing and group problem solving.	See evidence 13.1.
	13.4 Exhibits several styles of communication: verbal, non-verbal, and written.	The instructor uses workplace scenarios that involve written memos that are misinterpreted. The scenario describes a confrontation that follows after workers read the memo. Learners analyze the effects of the written, verbal and non-verbal communication and offer solutions for the way the memo should have been written.
	13.5 Organizes instruction and learning environment to enable students to participate in real life communication, negotiation, problem solving and decision making.	The instructor asks learners to brainstorm communication problems they have actually faced. One or two problems are selected by the group to analyze and solve.

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SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
14. Employs individual, group and team learning.	*Delivers Instruction:* 14.1 Uses individual, group and team activities.	The instructor establishes a real task for learners that requires team-work. For example, learners weren't sure that the group activities in the adult class were really useful for future jobs. They visited businesses on their own, asked questions designed in class about teamwork in the workplace, and reported the results.
	14.2 Organizes activities that enable learners to recognize the importance of group/team goals and individual contributions.	In establishing the problem-based teams, the instructor taught about roles that team members play and did simulation role-playing before learners visited businesses.
	14.3 Encourages learner reflection on both the process and results of activities.	Learner's analyze the results of their business visits and make suggestions for team activities that would help them with local employment. Learners suggest ways they could accomplish both goals, and still reward individual production.
	14.4 Develops activities that encourage peer and self evaluation.	The instructor asks learners to evaluate their own collaborative efforts based on a list of 10 criteria established in class. They discuss some behaviors (real and possible) that are detrimental to team efforts.

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
15. Sequences and paces lessons appropriately.	*Delivers Instruction:* 15.1 Is sensitive to learner cues regarding learning pace and depth of understanding.	The instructor is keenly aware of learner non-verbal communication, especially in ESL classes where learners are reticent about speaking out. For example, if she sees frowns or squirming or confused glances between learners, she stops instruction until she determines where students are having difficulty—whether with the language itself or with uncomfortable cultural contents.
	15.2 Ensures that sequencing follows the logic of the instructional objective.	In presenting a new reading assignment to her ABE learners, the instructor always asks them to use in sequence, a device such as SQ3R so they will think as they read. In this process, the readers first Survey the material to be read (e.g., title, sub-heading, etc.); next, they ask Questions that the reading passage may answer; then they Read the material, Review the content in light of their survey and questions, and then Recite what they have learned.

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
16. Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.	*Delivers Instruction:* 16.1 Recognizes and provides for the special needs of all learners utilizing program resources, counselors, referral agencies and testing data.	Several of the instructor's ABE learners return each semester and appear in the interim to have unlearned whatever had been accomplished in the previous session. The instructor discusses this with the vice principal, who also serves as ABE Coordinator. The Coordinator asks students if they would like to take a battery of tests to help identify learning difficulties. The tests will be given at the school by a representative from an outside agency. All but one learner agrees.
	16.2 Uses a variety of teaching strategies that address several learning styles/modalities such as: visual/aural/oral, kinesthetic/tactile, left/right brain, and global/analytical and multiple intelligences.	The instructor asks all of her students to describe how they believe they learn best and to provide an example of that learning. She writes down the information to ensure that she honors as wide a variety of teaching approaches as possible. She also explains to students why she is using a particular strategy.
	16.3 Includes culturally diverse activities during instruction.	The instructor is careful to include reading about cultures that are represented in her advanced ESL class and to allow learners to discuss how the content agrees with or is different from life in this country. How to adapt to life in a new culture is always enthusiastically discussed and affords an excellent opportunity to practice conversational English.
	See also indicator 3.1, 3.2, 3.3, 11.1, 11.2.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
17. Provides frequent and varied opportunities for students to apply their learning.	*Delivers Instruction:* 17.1 Provides for real-life and simulated applications of the activity.	After completing a lesson on problem-solving, the instructor gives learners a workplace problem to solve that is based on a problem frequently mentioned by other learners.
	17.2 Employs real-life scenarios during instruction.	The instructor asks learners to develop a scenario that requires problem-solving. She suggests that they use a problem based on someone they know.
	17.3 Provides opportunities for learners to share learning that occurs outside of the classroom.	See evidence 17.2.

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
18. Monitors and adjusts teaching strategies based upon student needs and performance.	*Delivers Instruction:* 18.1 Uses current student data to monitor and adjust instruction.	Instructors use both student needs assessments and intake assessments to establish several reading levels and to select reading content for the ABE classes.
	18.2 Engages in formal and informal monitoring (e.g., tests, written surveys, interviews, and observations) to identify learner needs.	In her Intermediate ESL class, the instructor asks questions that require analysis and synthesis of material taught. The response from learners helps her know where more thinking skills practice is needed.
	18.3 Demonstrates flexibility in responding to immediate learner needs and interests (teachable moments).	Many ESL learners were upset that tenants were being evicted to make way for a new freeway extension. The instructor abandoned her formal lesson plan on subject-verb agreement and used the eviction problem as conversational practice. She wrote down examples of subject-verb agreement problems for use at a later time.
	See also indicator 10.3.	

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SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
19. Effectively integrates current and appropriate media and technology as a tool for instruction.	*Delivers Instruction:* 19.1 Delivers instruction that incorporates technology (e.g. cassette and video recorders, overhead projectors, fax machines, computers, compressed video).	The instructor frequently videotapes news items about countries from which her ESL learners come. She designs questioning strategies that require English comprehension and structured responses. The conversations are tape-recorded and played back for learners to practice refining their responses.
	See also indicators 5.1, 5.2, 5.3, 21.1-21.4, 22.1-22.3.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

ORGANIZES AND DELIVERS INSTRUCTION		
COMPETENCY	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
20. Integrates employment, family, and community-related activities into instruction.	*Delivers Instruction:* 20.1 Uses community resources such as speakers and field trips to extend the classroom into the community.	The instructor organizes a field trip for her ESL learners to the offices of city officials to discuss problems they have within their community. Learners practice appropriate language and tone before the field trip and practice discussing the event in future lessons.
	20.2 Uses various learner roles (employee, family member, community member) in selecting materials and providing contextually- based instruction.	One valuable extension of the field trips is for learners to role-play the city officials as well as the interviewer. They get to "try on" different language and different thinking patterns.
	See also indicators 6.2, 6.3, 4.2.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

Manages Instructional Resources (Time, Materials, Space, People)		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
21. Selects and uses a variety of resources for the learning environment (print, human, and technological).	*Manages Instructional Resources:* 21.1 Uses resources that are appropriate for adults (e.g. reflect adult needs, interests and experiences) at appropriate levels of instruction, and sensitive/respectful of racial ethnic, cultural and gender issues.	In his ABE class, the instructor frequently uses as reading vehicles, stories that learners tell (language experience stories) to ensure that the content is both interesting and adult-oriented.
	21.2 Uses resources that address a variety of learning modalities (visual, auditory, kinesthetic) and preferences (independent and group learning).	In her beginning ESL class, the instructor brings in familiar objects (realia) for students to talk about. They discuss how the objects feel, smell, taste etc. to practice vocabulary development.
	21.3 Organizes and maintains resources and materials so that they are easily accessible to others for instruction and are user-friendly (e.g., includes directions on use).	The instructor keeps a cupboard filled with frequently-used and categorized realia. She shares these items with other instructors as long as they replace them in the proper category (e.g. kitchen utensils).
	21.4 Allocates, acquires and utilizes resources such as people, time, budgets, technology and the physical environment.	When his ABE learners were upset with the mayor's handling of city busses that were rarely on time making learners late to their adult classes, the instructor invited the mayor's assistant to the class to discuss the problem.
	See also indicators 1.2, 11.1, 16.2, 16.3, 19.1.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

Manages Instructional Resources (Time, Materials, Space, People)		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
22. Acquires, accesses, and uses technology for effective adult learning.	*Manages Instructional Resources:*	
	22.1 Explores, evaluates and uses computer/technology resources including applications, tools, educational software and associated documentation.	Once a week the ABE instructor takes learners to the computer lab where they are able to select reading material of their choice and to enter answers to questions the problem asks about character development, sequence, or comprehension.
	22.2 Collaborates with community agencies to access technology resources.	Because the computer lab is in great demand, the ABE instructor has submitted a grant proposal to Hewlett Packard requesting several computers for his classroom. Learners wrote letters of testimony to support the proposal.
	22.3 Designs, delivers and assesses student learning activities that integrate computers/technology for diverse student populations.	One of the benefits the instructor enjoys from the use of the computer programs is that he can print-out student responses to their readings and target instruction based on these findings.
	22.4 Practices responsible, ethical and legal uses of technology, information and software resources.	The instructor discovered that several TV sitcoms were willing to share their scripts and to permit duplication of them so his advanced ESL learners could practice reading the roles. Tapes of the sitcoms were also used to help learners with pronunciation and emphasis (American cadence).
	See also indicators 5.1, 5.2, 5.3, 5.4, 19.1.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

CONTINUOUSLY ASSESSES AND MONITORS LEARNING		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
23. Works with learners to identify their needs, strengths and goals, and advises or refers them to appropriate programs and levels of instruction.	*Continuously Assesses and Monitors Learning:* 23.1 Conducts or facilitates continuous needs assessments with learners and uses information for providing guidance to learners about relevant programs within the organization or community and for referring learners to appropriate levels of instruction.	During a regular needs assessment, the ABE instructor discovered that her student complained of severe headaches and blurred vision after trying to read for an extended period of time. She referred him to a local optometrist who is willing to perform free vision screening on learners referred by the adult school.
	23.2 Selects appropriate assessments/ inventories (e.g. educational skills, personal strengths, aptitudes, interests, learning styles, vision/hearing screening, learning disabilities screening, career assessments screening, etc.).	See evidence 23.1.
	23.3 Develops and maintains alliances that facilitate referrals with other adult service providers.	Three adult programs decided to pool their resources in order to provide learning disabilities screening for learners who manifest consistent patterns of inability to learn. Instructors observing these patterns confer with students and ask if they would like to participate in the screening process. If yes, they are referred to the program coordinated for further referral.
	23.4 Encourages and supports student transfers to other classes, levels and programs.	The ESL instructor finds that many learners who have become "comfortable" in her class are reluctant to move to a higher level, even when they should. In order to encourage their transfer, she promises them they can return to her class if they find they are unable to do the work. So far none have returned.
	See also indicators 28.1, 30.1, 30.2, 30.3.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

CONTINUOUSLY ASSESSES AND MONITORS LEARNING		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
24. Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning.	*Continuously Assesses and Monitors Learning:* 24.1 Assists learners in developing individual educational plans, articulating goals, developing strategies for achievement of goals and monitoring goal attainment.	Because many adult learners have unrealistic goals, the ABE instructor insists that learners sit down with her as she helps them develop a short and long-range plan. The instructor believes this goal setting has prevented a lot of learners from dropping out because they feel they aren't learning fast enough.
	24.2 Links and incorporates data from assessments with instructional objectives and strategies and shares information with learners.	The ABE instructor discovered in her needs assessment that several learners were afraid of losing their jobs because of writing deficiencies on the workplace computer they were required to use. She secured several recommended computer writing improvement programs from the computer lab and gave those learners priority on her 3 in-room computers.
	See also indicator 27.1, 27.2.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

CONTINUOUSLY ASSESSES AND MONITORS LEARNING		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
25. Monitors learning beyond simple recall of information using a variety of assessment strategies.	*Continuously Assesses and Monitors Learning:* 25.1 Uses questioning strategies at various cognitive levels (e. g. recall, inference, generalization, synthesis and application).	At least once a month, the ABE instructor uses a Taba Questioning Strategy activity that requires learners to make inferences, form generalizations, apply those generalizations, and evaluate the results.
	25.2 Uses a variety of assessment procedures including paper and pencil measures as well as performance measures (portfolio, demonstration, and alternative assessments).	The intermediate ESL instructor requires all of her learners to maintain a portfolio of their significant learning gains. Periodically, they review the portfolios to reinforce that learners have made steady progress.
	25.3 Uses reading, writing and numeracy assessments that require higher levels of thinking, including problem solving and decision making.	The instructor provides her immediate ABE learners with case study about a single parent who would like to continue her education but lacks financial resources. She asks learners to develop a budget and a plan that would allow the young woman to continue her education.
	25.4 Uses project-based learning to enable students to use critical thinking skills and demonstrate learning through both process and product.	The instructor organized a project on environmental pollution. Among other activities, learners interviewed community leaders and citizens on how to improve the air quality of their community. The results of the survey were presented to the local Jr. Chamber of Commerce.
	See also indicators 14.4, 26.1.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

CONTINUOUSLY ASSESSES AND MONITORS LEARNING		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
26. Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment.	*Continuously Assesses and Monitors Learning:* 26.1 Uses journals, logs, and learner portfolios, presentations and multi-media technology to foster reflection and self-assessment.	The instructor asks his students to keep a journal of work on their own computer disk. They are required to return to previous samples from time-to-time to determine for themselves if they are making progress in their writing and reading skills.
	26.2 Assists learners in developing metacognitive strategies to help them understand how they learn best.	The instructor demonstrates her own thinking processes in making decisions about how to teach a particular topic to her students. She then asks them to think, first silently, and then aloud about their own learning strategies for a particular skill. Other students talk about how their strategies are different and why.
	See also indicators 17.1, 17.2, 25.2.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

CONTINUOUSLY ASSESSES AND MONITORS LEARNING		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
27. Guides learners in the development and ongoing review of their educational plans.	*Continuously Assesses and Monitors Learning:* 27.1 Links learner assessments closely to the content of instruction.	The instructor uses multiple assessments: standardized tests, oral reading, comprehension checks, and questioning strategies to determine the learner's ability to read and obtain meaning from reading. She employs only measures that give her feedback about the type of problems the learner is having—not just an arbitrary grade-level score, for example.
	27.2 Shares assessment data results with learners to help them develop and update learning plans.	The instructor gives each learner specific feedback on their reading progress and reading problems and has them look at their individual learning plans and objectives to see if progress is being made and helps the learners revise their learning plans accordingly.
	See also indicators 10.1, 24.1.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

Manages Program Responsibilities and Enhances Program Organization		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
28. Collects and manages accurate data for program improvement and accountability.	*Manages Program Responsibilities and Enhances Program Organization:*	
	28.1 Collects student input and other data that will yield information about the progress and success of individuals and the program.	The instructor periodically has a group evaluation session with his ABE students to determine their perceptions about which instructional strategies are most helpful and what strategies might further assist them to accomplish their goals. He also seeks feedback about program support that is especially helpful. The discussions help learners discover that different learners need different approaches and different support. That, in turn, helps them take greater control over their own learning.
	28.2 Uses assessment and evaluation data to support and improve accountability.	By keeping both anecdotal records and test scores on a computer data base for each class ,the ABE instructor is able to give the program administrators accurate and comprehensive data on learner progress.
	28.3 Participates in the analysis of data for program improvement.	Because of his interest in keeping accurate data and getting quick turnaround of scores from learner assessments, the ABE instructor has volunteered to serve on the program planning committee for assessment and accountability.
	28.4 Solicits feedback from students regarding instruction and the referral system.	The instructor places in each learner's graduation packet from the GED program a post card to mail back in 6 months on his progress as a student and as a worker, if he/she is employed. The card is already stamped and has typed categories on the back to make it as easy as possible to complete and mail.
	See also indicators 18.1, 23.4.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

Manages Program Responsibilities and Enhances Program Organization		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
29. Suggests and/or collaborates in modifying the program organization and in developing program alternatives.	*Manages Program Responsibilities and Enhances Program Organization:* 29.1 Collaborates with colleagues, administrators and students in refining current programs and in developing new programs.	Learners complain to the instructor that the minimal amount of time and instruction they receive on the school's limited (and often outdated) computers, is not enabling them to get better-paying jobs or to advance on the job, which were their goals in attending the adult program. The instructor met with the instructional representative to the school's "Program Development Committee" and asked that they consider redesigning the program and getting additional computers with updated software.
	29.2 Collaborates with community organizations to link program organization and instruction to relevant workplace needs, where appropriate.	Because the ABE instructor is interested in helping his learners meet the requirements of community employment needs and to increase the opportunities for employment, he voluntarily serves on an agency liaison committee comprised of industry leaders, educators, and community officials.

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

Provides Learner Guidance and Referral		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
30. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services.	*Providing Learner Guidance:* 30.1 Maintains current information about learner resources (e.g. libraries, GED test centers, and distance education), educational opportunities (e.g., occupational/vocational programs, community colleges, literacy programs), and support services (e.g. family resource centers, welfare, child care, transportation).	The adult education agency maintains a list of resources for students of opportunities for further education, employment and support services. The ABE instructor periodically asks the learners to add new resources that they know about, and adds resources that she discovers on TV programs or in the newspaper. The agency checks out the validity of the programs before they are willing to add them to the official list.
	30.2 Shares information about resources by integrating information into the orientation and throughout the instructional program.	A group of instructors and agency staff have made a video tape of community resources using visuals from those programs, testimonials from students, and brief statements from community resource people citing the services and advantages of local community resources. The video tape is shown during orientation of new learners and periodically by instructors in all adult education programs.
	30.3 Observes individual needs throughout the instructional process and responds with appropriate support and documents.	When the instructor observes learners that are having problems with vision, hearing, or memory, he refers them to the program coordinator who interviews the learner and refers them to agency or community resources, as appropriate.
	See also indictors 23.1, 23.2, 23.3, 23.4.	

APPENDIX A
SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS

Provides Learner Guidance and Referral		
Competency	**Indicators of Competency**	**Sample Illustration of the Performance Indicators**
31. Makes referrals to appropriate resources when guidance and counseling needs are beyond own expertise.	*Providing Learner Guidance:* 31.1 Recognizes when it is appropriate to make a referral.	A learner confided to the instructor that he believes he has a learning disability because of his long time in schools and his continued inability to read. He asks the instructor if she also thinks he has a learning disability. She knows the answer is beyond her expertise and, with the learner's permission, refers the learner to the adult school administrator who has a list of community agencies that provide services beyond the school's capability. The instructor requests that the learner be screened and diagnosed for possible learning disabilities.
	31.2 Collaborates with colleagues and learners to maintain a current list of agency and community resources with specific contexts.	See evidence 30.2.
	31.3 Makes specific referrals, documents, and follow-ups.	After referring her beginning ESL learner for a hearing test, the instructor has a brief conference with her to find out the results. She recommends that the learner take a seat in the front of the room, so that she can more easily hear the presentations made by other learners. The instructor notes the results of the hearing test on the learner's records.
	See also indicator 3.3.	

APPENDIX B
SELF-ASSESSMENT INSTRUMENT

Directions: Review each of the competencies in Column 1. For each competency, using the Likert Scale in Column 2, indicate how relevant the competency is to your teaching. Number one indicates very relevant while number four indicates little relevancy. For each competency, enter the appropriate number in the box provided in the upper right hand corner of Column 2. Similarly, for each competency, using the Likert Scale, assess in Column 3 your proficiency with the competency. Number one indicates very proficient and number four indicates a need for improvement. Enter the appropriate number in the box in the upper right hand corner in Column 3. In Column 4, assess whether the competency is a priority for you. Number one on the Likert Scale indicates a high priority for you and number four indicates a low priority for you. Use the results of this self-assessment to determine areas for professional development. You will probably want to focus on those competencies that are most relevant to your teaching, areas where you need improvement, and areas that are a high priority for you. The ratings on this tool do not have to be shared. The findings are meant to help you plan your "professional" development activities. You can also use the self-assessment column to chart your progress in meeting the competency.

Competency	Relevant To My Teaching				Self-Assessment				Priority			
	1	2	3	4	1	2	3	4	1	2	3	4
	Relevant			Not Relevant	Excellent			Needs Improvement	High Priority			Low Priority
1. Develops and maintains a knowledge base in adult learning and development.												
2. Develops and maintains an in-depth knowledge base in own content area and in other relevant areas.												
3. Knows how to instruct and/or refer adults who have learning disabilities and other special needs.												
4. Knows and is sensitive to demands of adult responsibilities as workers, family members, citizens and community members.												
5. Knows how technological systems work and how to apply that knowledge to instructional and administrative functions.												
6. Knows about and/or knows how to access information about own organization, community resources and issues, relevant laws and regulations.												
7. Assess own need for professional growth and develops and monitors own professional development plan.												
8. Engages in a variety of self-directed and collegial professional development activities and incorporates new skills and knowledge into the learning environment to enhance the quality of instruction.												

APPENDIX B
SELF-ASSESSMENT INSTRUMENT

Competency	Relevant To My Teaching				Self-Assessment				Priority			
	1	2	3	4	1	2	3	4	1	2	3	4
	Relevant			Not Relevant	Excellent			Needs Improvement	High Priority			Low Priority
9. Plans instruction that is consistent with the program's mission and goals.												
10. Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.												
11. Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures, and interpersonal dynamics.												
12. Instructor applies knowledge of teacher directed and learner-centered instruction.												
13. Models communication, negotiation, decision-making and problem-solving skills for learners.												
14. Employs individual group and team learning.												
15. Sequences and paces lessons appropriately.												
16. Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.												
17. Provides frequent and varied opportunities for students to apply their learning.												
18. Monitors and adjusts teaching strategies based upon student needs and performance.												
19. Effectively integrates current and appropriate media and technology as a tool for instruction.												
20. Integrates employment, family, and community related activities into instruction.												
21. Selects and uses a variety of resources for the learning environment (print, human, and technological).												

APPENDIX B
SELF-ASSESSMENT INSTRUMENT

Competency	Relevant To My Teaching				Self-Assessment				Priority			
	1	2	3	4	1	2	3	4	1	2	3	4
	Relevant			Not Relevant	Excellent			Needs Improvement	High Priority			Low Priority
22. Acquires, accesses, and uses technology for effective adult learning.												
23. Works with learners to identify their needs, strengths and goals and advises or refers them to appropriate programs and levels of instruction.												
24. Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning.												
25. Monitors learning beyond simple recall of information using a variety of assessment strategies.												
26. Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self-assessment.												
27. Guides learners in the development and ongoing review of their educational plans.												
28. Collects and manages accurate data for program improvement and accountability.												
29. Suggests and/or collaborates in modifying the program organization and in developing program alternatives.												
30. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services.												
31. Make referrals to appropriate resources when guidance and counseling needs are beyond own expertise.												

APPENDIX C
RECOMMENDED PROFESSIONAL DEVELOPMENT ACTIVITIES

Directions: Review each competency and the results of needs assessments to identify the types of professional development needed to enhance instructional quality. This form can be completed individually by instructors, or collaboratively by groups of instructions or instructors and administrators. Professional development may include such activities as inquiry/research projects, workshops and institutes, observations and feedback, program or product development, mentoring, or courses at a community college.

Competency	Professional Development Activities
1. Develops and maintains a knowledge base in adult learning and development.	
2. Develops and maintains an in-depth knowledge base in own content area and in other relevant areas.	
3. Knows how to instruct and/or refer adults who have learning disabilities and other special needs.	
4. Knows and is sensitive to demands of adult responsibilities as workers, family members, citizens and community members.	
5. Knows how technological systems work and how to apply that knowledge to instructional and administrative functions.	
6. Knows about and/or knows how to access information about own organization, community resources and issues, relevant laws and regulations.	
7. Assess own need for professional growth and develops and monitors own professional development plan.	

Competency	Professional Development Activities
8. Engages in a variety of self-directed and collegial professional development activities and incorporates new skills and knowledge into the learning environment to enhance the quality of instruction.	
9. Plans instruction that is consistent with the program's mission and goals.	
10. Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.	
11. Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures, and interpersonal dynamics.	
12. Instructor applies knowledge of teacher directed and learner-centered instruction.	
13. Models communication, negotiation, decision-making and problem-solving skills for learners.	
14. Employs individual group and team learning.	
15. Sequences and paces lessons appropriately.	

Competency	Professional Development Activities
16. Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.	
17. Provides frequent and varied opportunities for students to apply their learning.	
18. Monitors and adjusts teaching strategies based upon student needs and performance.	
19. Effectively integrates current and appropriate media and technology as a tool for instruction.	
20. Integrates employment, family, and community related activities into instruction.	
21. Selects and uses a variety of resources for the learning environment (print, human, and technological).	
22. Acquires, accesses, and uses technology for effective adult learning.	
23. Works with learners to identify their needs, strengths and goals and advises or refers them to appropriate programs and levels of instruction.	

Competency	Professional Development Activities
24. Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning.	
25. Monitors learning beyond simple recall of information using a variety of assessment strategies.	
26. Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self-assessment.	
27. Guides learners in the development and ongoing review of their educational plans.	
28. Collects and manages accurate data for program improvement and accountability.	
29. Suggests and/or collaborates in modifying the program organization and in developing program alternatives.	
30. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services.	
31. Make referrals to appropriate resources when guidance and counseling needs are beyond own expertise.	

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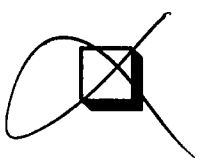

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